

**ENHANCING GRADE 8 STUDENTS' SENTENCE CONSTRUCTION
SKILLS IN ENGLISH THROUGH SENTENCE
SCRAMBLE STRATEGY**

An Action Research Presented to
the Faculty of College of Education
Misamis University
Ozamiz City

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Secondary Education
Major in English

by

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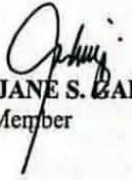
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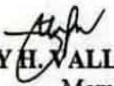
This thesis, entitled "ENHANCING GRADE 8 STUDENTS' SENTENCE CONSTRUCTION SKILLS IN ENGLISH THROUGH SENTENCE SCRAMBLE STRATEGY," prepared and submitted by **KIM D. BONIFACIO**, in partial fulfillment of the requirements for the degree of **Bachelor of Secondary Education Major in English**, has been examined and is recommended for acceptance for Oral Examination.


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DEDICATION

This research is humbly dedicated to Almighty
God, whose endless wisdom, grace, and guidance have been
our strength throughout this journey. I also dedicate this work to my family,
whose love, encouragement, and sacrifices inspired me to persevere and give my best.
To my mentors, friends, classmates, and all who believed in me,
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a constant source of motivation and inspiration.

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ABSTRACT

This study determined the effectiveness of the Sentence Scramble Strategy in enhancing the sentence construction skills of Grade 8 students in English during the School Year 2025–2026 in a selected secondary school in Ozamiz City. The study aimed to assess the students' level of sentence construction skills before and after the implementation of the strategy and determine whether a significant difference existed between the pretest and posttest results. A classroom-based action research pretest–posttest design was utilized involving 34 Grade 8 students as respondents. Research instruments included a researcher-designed sentence construction test, lesson plans, and a scoring rubric that measured grammatical accuracy, sentence structure, and clarity of meaning. The Sentence Scramble Strategy was systematically integrated into the application part of every English lesson through guided and independent sentence arrangement activities. Data were analyzed using mean, standard deviation, and paired-sample t-test. Findings showed that students' sentence construction skills improved from Developing before the intervention to Highly Proficient after the implementation of the Sentence Scramble Strategy. A very highly significant difference was found between the pretest and posttest scores, leading to the rejection of the null hypothesis. The results indicate that the strategy effectively improved students' grammatical accuracy, sentence coherence, syntactic awareness, and writing fluency.

Keywords: *English Language Learning, Grammatical Accuracy, Sentence Construction Skills, Sentence Scramble Strategy, Syntactic Awareness.*

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Chapter 1

INTRODUCTION

Context and Rationale

The Philippines' bilingual education policy maintains English as the main language of instruction in many public and private secondary schools, reflecting the idea that English is essential for access to international opportunities, higher education, and economic competitiveness (Romero et al., 2023). The goal of creating fluent, self-assured English users is undermined by the fact that many students, particularly in public schools or marginalized communities, still struggle with English proficiency, particularly in grammar, reading comprehension, and expressive use, according to recent research (Malnegro & Pastolero, 2025). Simultaneously, there is a growing push in academia to acknowledge and include Philippine English (SPE) in the curriculum, arguing that it is a valid, developing variant that better reflects Filipino identity while still meeting practical demands. (Dangilan & Asuncion, 2023).

Sentence construction skills refer to a person's ability to assemble words, phrases, and clauses into sentences that follow the rules of grammar and syntax to express clear, coherent, and meaningful thoughts (Jaya et al., 2025). At its core, these skills involve knowledge of the structural building blocks of language — such as subjects, verbs, objects, complements, punctuation, and clause-linking — and the ability to combine them appropriately, so that each sentence communicates a complete idea and contributes effectively to a larger text. In addition to supporting grammatical accuracy, mastery of sentence form (syntax) improves the quality, variety, and clarity of writing and

communication (Raihana et al., 2024). Improved use of complex sentence structures in English as a Second Language (ESL) writing results from targeted syntax instruction (Ramzan & Alahmadi, 2024).

Many students continued to make frequent grammatical mistakes that interfered with the coherence and clarity of their writing, including omissions, additions, misformations, and misordering (Matusalem et al., 2025). Many people find it difficult to form complex sentences (compound, complex, compound-complex) even after exposure to English; instead, they frequently resort to basic or fragmented phrases, which limits syntactic diversity and lowers the quality of their writing (Moustaghfir & Ramila, 2025). Sentence construction is a persistent obstacle across contexts due to a limited syntactic repertoire, insufficient experience, and inadequate education in complex structures (Yang et al., 2022). The syntactic requirements of various writing genres, such as narrative, argumentative, and expository, make it more challenging. Learners frequently neglect to modify their sentence structures to meet these requirements, resulting in mismatched complexity and poor communicative effectiveness (Zheng & Barrot, 2024).

Among English as a Foreign Language EFL/ English as a Second Language ESL learners, syntactic errors and poor sentence construction are still common, suggesting a pervasive problem rather than isolated instances (Ehsanzadeh & Dehnad, 2024). Academic writing nevertheless frequently contains grammatical errors, demonstrating that higher education does not completely solve the issue (Dewi et al., 2025). Errors were found across all main syntactic and grammatical categories, ranging from word order to run-ons and incomplete sentences, indicating that even complex writing assignments do not protect against structural problems (Noor et al., 2025). Substantial improvements in sentence-

structure accuracy following focused feedback; the need for such intervention at tertiary levels demonstrates how pervasive and deeply ingrained syntactic issues persist across competence levels (Taye, 2025).

Sentence structure deficiencies impair a writer's ability to communicate effectively in academic, professional, or social contexts because syntactic complexity, variety, and accuracy directly affect writing quality, clarity, coherence, and the ability to express nuanced ideas (Zhang & Ouyang, 2023). Human raters consistently found that higher writing quality was correlated with more syntactic complexity (longer sentences, more subordinate clauses, wider phrasal/clausal variety) (Ha, 2022). Clausal and phrasal complexity increased in line with learners' proficiency, suggesting that sentence-structure expertise is an essential part of writing development rather than merely a surface-level issue (Seo & Oh, 2024). Complex syntactic structures, including suitable clauses, modifiers, and complex noun phrases, are used in technical writing contexts (Lee et al., 2022).

Learners frequently produce sentences that are grammatically weak, syntactically simple, or structurally flawed (e.g., fragments, run-ons, lack of clause variety) in many learning contexts, particularly among second-language learners (ESL/EFL) or students with little writing experience (Carvalhais et al., 2021). Students' syntactic complexity tends to increase when they work on meaningful writing assignments rather than general subjects, highlighting the significance of intentional writing for the development of structure (Abdulaziz, 2022). Reading extensively promotes syntactic development, suggesting that the internalization of complex syntax is supported by exposure to a variety of sentence patterns (Taye & Teshome, 2025).

Building syntactic awareness and adaptable sentence-level strategies (such as sentence-combining and sentence-scrambling) that transfer to both writing fluency and reading comprehension are more important in today's research on students' sentence-construction skills than rote grammar drills. Recent meta-analytic and review work finds significant gains from sentence-level interventions while also noting mixed generalization to broader standardized writing measures (Kokkali & Antoniou, 2024). Improved accuracy, syntactic complexity, and proper word sequences in students' sentence creation are reported in studies of explicit sentence-combining instruction and kernel-sentence approaches, particularly when instruction is systematic and scaffolded (Chandler et al., 2021). Additionally, researchers emphasize the intimate connection between reading outcomes and grammatical comprehension, contending that focusing on sentence form enhances comprehension and content learning rather than being a stand-alone ability (Burchell et al., 2023).

Although there is growing research on syntactic complexity, sentence-combining, and game-based sentence construction instruction, significant gaps remain in how such interventions apply to younger/adolescent EFL learners and how well they generalize to broader writing competence. There is a need for larger, more inclusive samples because most recent assessments rely on small sample sizes, a limited scope (primarily higher education or struggling-writer populations), and narrow participant profiles (Zhang & Zhang, 2024). Studies that combine syntactic education with reading or comprehension tasks to investigate the effects of improved syntactic awareness on writing, reading comprehension, and overall language competency are scarce. For example, few specific intervention studies combine syntax instruction with reading-based activities, despite a

comprehensive review highlighting the significance of syntax for reading comprehension (Bano, 2025). Even after years of exposure to English, context-specific studies reveal that many EFL/ESL learners still make sentence-level errors, such as omissions, misorderings, subject-verb disputes, and fragmentary sentences, especially when writing in low-support environments (Qamariah, 2015).

Sentence Scramble is a promising form-focused, active learning strategy that helps learners internalize syntax, improve writing accuracy, and boost motivation. It is commonly operationalized as rearranging jumbled words or sentences into grammatically and logically correct sentences or short paragraphs. According to a recent classroom intervention, a "Scrambled Sentence Game" greatly enhanced the writing abilities and motivation of ninth-grade students. Regression analysis revealed that the scramble activity accounted for approximately 56.6% of the improvement in writing performance (Herawati et al., 2025). Students' ability to correctly organize English words into simple sentences improved after practicing with jumbled-word cards, as seen by the conversion of these cards into simple phrases (Juhansar et al., 2022). Scramble strategies have been used for reading and comprehension, as well as for writing. A 2023 study found that playing scrambled sentence games in conjunction with "information-gap" exercises improved reading comprehension among Grade 8 students (Mammadova, 2021).

In one of the secondary schools in the District of Ozamiz, teachers regularly ask students to write sentences using newly learned words or grammar patterns. While this practice provides some exposure to sentence formation, it often does not sufficiently develop students' ability to construct grammatically accurate and coherent sentences independently. This activity is integrated into the application part of every lesson, allowing

students to consistently practice arranging scrambled words or clauses into correct and meaningful sentences, reinforce proper word order, experiment with complex sentence structures, and apply these skills immediately in reading and writing tasks. This activity is conducted systematically, allowing students to practice forming at least three to five scrambled sentences per week, understand proper word order, experiment with complex structures, and apply these sentences in reading or writing tasks. The strategy aims to enhance students' syntactic awareness, improve sentence fluency, and foster confidence in writing, ultimately strengthening their overall English sentence construction skills.

This study lacks research on the systematic integration of the Sentence Scramble Strategy into the application section of every lesson to enhance Grade 8 students' sentence-construction skills. While previous studies have shown that scramble or sentence-combining activities can improve syntactic awareness and writing accuracy, most interventions have been conducted as isolated tasks or short-term exercises rather than embedded consistently across lessons (Herawati et al., 2025). Consequently, there is limited evidence on how regular, lesson-integrated scramble activities influence students' ability to construct grammatically accurate, coherent, and complex sentences, as well as their confidence and fluency in writing. By focusing on a systematic, lesson-embedded approach, this action research addresses this methodological gap. It seeks to provide practical insights for improving sentence-construction skills in a real classroom setting.

The study aims to enhance Grade 8 students' sentence construction skills in English by implementing the Sentence Scramble Strategy. Specifically, it seeks to improve students' ability to form grammatically correct, coherent, and complex sentences, increase

their syntactic awareness, and foster greater confidence and fluency in writing by systematically integrating scramble activities into the application portion of every lesson.

The significance of this study lies in its potential to provide practical and pedagogical benefits for both students and teachers in English language instruction. For students, the systematic use of the Sentence Scramble Strategy can improve sentence construction skills, enhance syntactic awareness, increase writing fluency, and boost confidence in expressing ideas in English. For teachers, the study offers a research-based strategy that can be integrated into daily lessons to make sentence-level instruction more interactive and effective, moving beyond traditional grammar drills. Additionally, the findings may contribute to the broader field of ESL/EFL education by providing evidence on the effectiveness of scramble-based interventions for adolescent learners, particularly in bilingual or multilingual classroom settings. They can inform curriculum development and instructional planning in Philippine secondary schools.

Strategy

Sentence Scramble Strategy is an active, form-focused approach that helps students internalize syntactic rules by rearranging jumbled words, phrases, or clauses into grammatically correct and meaningful sentences. Its rationale is based on the observation that many Grade 8 learners struggle with sentence construction, and that consistent, interactive practice can improve syntactic awareness, writing fluency, and sentence variety. The strategy can be applied across different lesson topics and sentence types, making it versatile for reading, writing, and comprehension activities. However, its effectiveness depends on careful teacher guidance, sufficient student vocabulary, and consistent implementation throughout lessons. Despite these limitations, the Sentence Scramble

Strategy is a practical and research-supported intervention for enhancing sentence construction skills among adolescent EFL learners.

Recent research demonstrating the Sentence Scramble Strategy's efficacy in raising syntactic awareness, writing accuracy, and learner engagement lends credence to its viability as an intervention for improving sentence construction skills. Scramble-based exercises provide students with regular, focused practice in sentence variation, word order, and clause linking—all crucial elements of coherent writing (Herawati et al., 2025). Rearranging jumbled words or phrases might help children learn grammar principles and build complex sentence structures, which can lead to quantifiable improvements in writing ability, according to research (Juhansar et al., 2022). Scramble techniques have been effectively used for reading comprehension and writing, demonstrating their transferability across a variety of language skills (Mammadova, 2021). Additionally, research shows that interactive, game-like methods, such as scrambled sentence drills, boost students' confidence, motivation, and engagement with English (Burchell et al., 2023; Chandler et al., 2021). All of these results point to the Sentence Scramble Strategy as a viable and empirically validated method of helping Grade 8 EFL students who consistently struggle with sentence building.

To implement the Sentence Scramble Strategy, the teacher prepares jumbled words, phrases, or clauses related to the target lesson topic or grammar focus. During the application part of each lesson, students are first given a set of scrambled sentences and asked to rearrange them into grammatically correct and meaningful sentences. The activity begins with guided practice, in which the teacher models the correct order and provides scaffolding through hints or group discussion. Students then proceed to independent

practice, applying the strategy on their own or in pairs to reinforce learning. Once sentences are correctly arranged, learners are encouraged to use them in writing exercises, short paragraphs, or reading comprehension tasks to ensure transfer of skills. The teacher provides immediate feedback, highlighting correct constructions and gently correcting errors, while also encouraging students to reflect on sentence patterns and structures. By systematically integrating this strategy into every lesson, students consistently practice proper word order, complex sentence formation, and syntactic awareness, thereby strengthening their overall sentence-construction skills.

Statement of the Problem

This study aims to determine the effectiveness of the Sentence Scramble Strategy in enhancing Grade 8 students' sentence construction skills in English at a selected secondary school in Ozamiz City during the school year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the level of grade 8 students' sentence construction skills in English before the implementation of the Sentence Scramble Strategy?
2. What is the level of grade 8 students' sentence construction skills in English after the implementation of the Sentence Scramble Strategy?
3. Is there a significant difference in the students' sentence construction skills before and after the implementation of the Sentence Scramble Strategy?

Null Hypotheses

H₀₁: There is no significant difference in the students' sentence construction skills before and after the implementation of the Sentence Scramble Strategy.

Chapter 2

RESEARCH METHODOLOGY

Research Design

This study used a classroom-based action research methodology with a single-group pretest-posttest design. A pretest-posttest design assesses an approach by measuring students' abilities both before and after its implementation (Amalia et al., 2024). It allowed comparison of students' performance to assess improvements in grammar, sentence coherence, syntactic awareness, and writing fluency. The strategy was integrated into the application part of every lesson, providing consistent practice. This design was suitable for classroom-based research, as it accommodated real educational settings while allowing observation of the intervention's direct impact.

Research Setting

The study was conducted in a secondary school in the District of Ozamiz, specifically within a Grade 8 class. The selected school followed the Philippines' K–12 curriculum and implemented English as the primary medium of instruction for most subjects, reflecting the bilingual education policy. The classroom provided a typical learning environment for adolescent EFL learners, with students having varying levels of English proficiency and varying prior exposure to sentence construction exercises. Lessons were conducted during regular class periods, allowing the systematic integration of the Sentence Scramble Strategy into the application part of every session. This setting enabled

the researcher to observe the intervention in a real classroom context, ensuring that the findings applied to similar educational environments.

Respondents of the Study

The respondents of this study were the Grade 8 students enrolled in the selected secondary school in the District of Ozamiz. The participants were a single intact class, comprising approximately 35 students, representing typical adolescent EFL learners with varying levels of English proficiency. These students were chosen because they regularly received English instruction and were directly involved in sentence construction tasks, making them appropriate for evaluating the effectiveness of the Sentence Scramble Strategy. Participation in the study was voluntary, and all ethical considerations, including parental consent and student assent, were observed to ensure that the rights and welfare of the respondents were protected.

Research Instrument

This study employed multiple research instruments to collect both quantitative and qualitative data to assess the effectiveness of the Sentence Scramble Strategy in enhancing Grade 8 students' sentence-construction skills.

A. Researcher-Designed Sentence Construction Test (Appendix A).

Assess students' skills in grammatical accuracy, word order (syntax), sentence types, and sentence coherence. The test consists of two parallel forms (pretest and posttest) with the same structure and level of difficulty to ensure comparability of results.

Total Score Interpretation:

Score Range	Description
28–35	Highly Proficient
21–27	Proficient
14–20	Developing
0–13	Beginning

B. Lesson Plan (Appendix B). A researcher-developed lesson plan was used to implement the Sentence Scramble Strategy throughout the intervention period systematically. Each lesson lasted 40–45 minutes, with 10–15 minutes allotted for sentence scramble activities integrated into the application phase. The lesson plan included clearly defined objectives, guided and independent practice, structured scramble activities, and formative assessment tasks. It ensured consistent and scaffolded exposure to sentence construction, enabling students to develop grammatical accuracy, proper word order, and sentence coherence. Additionally, the plan incorporated teacher modeling, immediate feedback, and opportunities for reflection to support learning in a structured and interactive classroom environment. The findings indicate that scaffolded and structured lesson plans that combine grammar instruction with writing practice can effectively improve EFL learners' grammatical accuracy, coherence, and overall writing quality (Hassen et al., 2024; Ulfiana et al., 2025).

Data Collection

Before data collection, the researcher sought formal approval to conduct the study by submitting letters to the appropriate authorities. The process began with a letter to the

School Principal of the selected secondary school in Ozamiz City. Once the Principal's approval was granted, letters were sent to the Grade Level Head and the class Adviser, and the consent of each authority was obtained before any data collection procedures were implemented. Each letter outlined the study's objectives, methodology, and scope to ensure transparency and compliance with institutional policies. After securing institutional approvals, the researcher distributed informed consent forms to the parents or guardians of the Grade 8 students, along with assent forms for the pupils themselves, ensuring voluntary participation and ethical compliance.

The study focused on improving students' focus, engagement, and learning in sentence construction by systematically integrating the Sentence Scramble Strategy into the application portion of every lesson.

To assess students' progress, a pretest was administered first to determine their baseline sentence-construction skills, followed by guided scramble activities during lessons to reinforce grammatical accuracy, sentence coherence, and syntactic awareness. Observations were conducted throughout the intervention to monitor student participation, challenges, and engagement, and a posttest was administered afterward to measure improvements. Student performance was evaluated using a researcher-developed rubric that assessed grammatical accuracy, coherence, sentence complexity, and completeness. The resulting data were analyzed to assess the effectiveness of the Sentence Scramble Strategy in enhancing students' sentence-construction skills.

Ethical Consideration

Before conducting the study, ethical considerations were carefully established to prioritize the well-being, rights, and privacy of all participants. Approval was sought from

the Misamis University Research Ethics Board (MUREB) to ensure compliance with institutional and ethical research standards. Additionally, the researcher ensured that all ethical standards were followed to protect the well-being of the respondents. Approval to conduct the study was sought from the School Principal, the Grade Level Head, and the class Adviser, with the consent of each authority obtained before any data collection. These approvals confirmed that the study complied with institutional and research guidelines. Informed consent procedures were implemented for all participants. Parents or guardians of the selected Grade 1 pupils provided formal consent, and the pupils themselves gave assent, indicating their voluntary participation. Participants were fully informed of the study's objectives, procedures, potential benefits, and possible risks, and they were given the option to withdraw at any time without negative consequences.

Confidentiality and anonymity were strictly maintained. All collected data excluded personally identifiable information, and participants were assigned coded identifiers. Both digital and physical data were securely stored, with digital files encrypted and physical copies kept in a locked cabinet accessible only to the researcher. These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring participants' privacy, dignity, and security.

The study was designed to minimize risks and prevent harm. Activities, including Exit Pass tasks, were conducted in a safe and supportive environment under close supervision to prevent physical, psychological, or emotional distress. By adhering to these ethical considerations, the researcher safeguarded participant welfare while maintaining the integrity and credibility of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOV software:

Descriptive statistics, including mean scores and standard deviations, were calculated to summarize students' performance in grammatical accuracy, sentence coherence, sentence complexity, and completeness.

To determine the effectiveness of the Sentence Scramble Strategy, a *paired-sample t-test* was conducted to compare the pretest and posttest scores and identify significant improvements.

Dissemination Plan

The findings of this study were disseminated to various stakeholders to maximize their impact and practical application. A comprehensive report was submitted to the school administration, including the Principal, Grade Level Head, and class Adviser, highlighting the effectiveness of the Sentence Scramble Strategy in enhancing Grade 8 students' sentence construction skills. Additionally, summarized results and recommendations were shared with participating teachers to inform instructional practices and improve lesson planning. The study's outcomes were also presented in faculty meetings, educational workshops, or conferences to contribute to broader pedagogical knowledge in ESL/EFL instruction. Furthermore, a copy of the research report was made available in the university library or online repository to benefit future researchers, educators, and curriculum developers interested in sentence-level interventions and active learning strategies.

Utilization Plan

The results of this study were used to improve English teaching and learning practices, particularly to enhance sentence construction skills among Grade 8 students. Teachers adopted the Sentence Scramble Strategy as a classroom activity to reinforce grammatical accuracy, sentence coherence, and syntactic awareness, making lessons more interactive and engaging. The findings guided educators in designing scaffolded exercises, integrating scramble activities into different lesson topics, and monitoring students' progress in writing fluency and confidence. Additionally, curriculum planners and school administrators could use the insights to develop instructional materials and strategies that supported sentence-level skills. At the same time, future researchers could build on this study to explore similar interventions in other grade levels or learning contexts.

COST ESTIMATES (Grade 8)

The estimated budget for this study is broken down below and was funded by the proponent's personal funds. The proponent had a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (Pencil & Paper)	Php 1, 000.00
Snacks	Php 1, 500.00
Total	Php 3, 889.00

RESULTS AND DISCUSSIONS

Level of Grade 8 Students' Sentence Construction Skills in English Before the Implementation of the Sentence Scramble Strategy

Table 1 presents the level of Grade 8 students' English sentence-construction skills before the implementation of the Sentence Scramble Strategy. Overall, the students' performance was at a developing level ($M = 17.6$, $SD = 1.77$). This suggests that, on average, students had a moderate level of competence in sentence construction, though their performance was not yet at the desired proficiency level. The relatively low standard deviation further indicates that students' scores were closely clustered around the mean, reflecting a generally consistent level of performance across the group.

Among the performance levels, the highest proportion of students fell under the Developing level ($n = 23$, 67.6%, $M = 18.8$, $SD = 1.62$). This was followed by those in the Proficient level ($n = 9$, 26.5%, $M = 23.0$, $SD = 2.18$), and the fewest in the Beginning level ($n = 2$, 5.9%, $M = 11.0$, $SD = 1.41$).

These findings suggest that, before the intervention, students' overall baseline performance in sentence construction was relatively low to moderate. Most learners had not yet developed strong syntactic awareness or mastery of grammatical conventions, which are essential for effective written communication. The predominance of students in the *Developing* category highlights the need for targeted instructional strategies to enhance their language skills.

Students still frequently struggle with grammatical precision, highlighting ongoing difficulties in sentence construction, even though instructional tools and interventions can

enhance overall writing performance (Ngo et al., 2022). Students' capacity to successfully apply grammatical information in real writing assignments is limited by grammar education that is not contextualized within meaningful language, suggesting that isolated teaching methods may impede the development of sentence-building skills (Oyama & Kang, 2024). Learners struggle to improve writing accuracy, especially in syntax and sentence construction, without regular, focused corrective feedback, underscoring the importance of guided practice in building syntactic competence (Deng et al., 2022). While more engaging, technology-supported techniques greatly improve grammatical competence, students exposed to traditional or less interactive educational methods frequently struggle to understand complex sentence patterns (M. Wahyu Hadi et al., 2024).

Several implications for teaching practice emerge. Teachers may adopt interactive, student-centered strategies that actively engage learners in sentence-construction tasks, such as collaborative writing, sentence manipulation, and contextualized grammar instruction. Providing frequent feedback and ample practice opportunities can further enhance students' confidence and competence. Additionally, integrating innovative approaches like the Sentence Scramble Strategy can make instruction more engaging and effective. Overall, strengthening instructional practices is essential to help students progress from a developing level to higher proficiency in sentence construction.

Table 1

Level of Grade 8 Students' Sentence Construction Skills in English Before the Implementation of the Sentence Scramble Strategy

Performance	Frequency	Percentage	M	SD
Proficient	9	26.5	23.0	2.18
Developing	23	67.6	18.8	1.62
Beginning	2	5.9	11.0	1.41
Overall Performance	34	100.00	17.6	1.77

Note: 28-35 (Highly Proficient); 21-27 (Proficient); 14-20 (Developing); 0-13 (Beginning)

Level of Grade 8 Students' Sentence Construction Skills in English After the Implementation of the Sentence Scramble Strategy

Table 2 presents the level of Grade 8 students' English sentence-construction skills after the implementation of the Sentence Scramble Strategy. Overall, the students' performance was highly proficient ($M = 29.0$, $SD = 1.77$). This indicates a substantial improvement in students' sentence construction skills following the intervention. The relatively low standard deviation suggests that students' scores were closely clustered around the mean, reflecting consistent performance and minimal variability among learners.

Among the performance levels, the highest proportion of students fell under the Highly Proficient level ($n = 30$, 88.2%, $M = 31.0$, $SD = 2.34$). This was followed by those in the Proficient level ($n = 4$, 11.8%, $M = 27.0$, $SD = 0.00$), and notably, no students remained in the Developing or Beginning categories, reflecting a complete shift toward higher performance levels.

These findings imply that students' sentence-construction skills improved significantly after the implementation of the Sentence Scramble Strategy. The shift from predominantly Developing to Highly Proficient performance suggests that the strategy was highly effective in enhancing students' grammatical competence, syntactic awareness, and ability to organize words into meaningful sentences. The results indicate not only improvement but also a high level of mastery among learners.

When paired with exercises such as sentence manipulation and peer review, structured grammar instruction significantly improves syntactic accuracy and writing fluency among EFL learners (Mishu & Jaashan, 2025). Grammar accuracy and overall writing performance improve with the incorporation of process-based tactics and guided writing tools (Colina et al., 2025). Writing education that is scaffolded and strategy-based encourages self-regulated learning and improves students' capacity to form coherent sentences (Zhang & Jiang, 2026). Students' sentence-construction abilities are effectively improved through research-based, interactive teaching techniques, such as group and iterative writing exercises (Kitani, 2025).

In light of these findings, teachers may adopt interactive, student-centered strategies, such as the Sentence Scramble Strategy, to engage learners in sentence construction actively. Collaborative, critical thinking, and hands-on activities should be emphasized to strengthen grammatical understanding. Continuous feedback and ample practice are also essential to sustain high performance. Overall, instructional improvement should focus on integrating innovative strategies that help students maintain high proficiency in sentence construction.

Table 2

Level of Grade 8 Students' Sentence Construction Skills in English After the Implementation of the Sentence Scramble Strategy

Performance	Frequency	Percentage	M	SD
Highly Proficient	30	88.2	31.0	2.34
Proficient	4	11.8	27.0	0.00
Overall Performance	34	100.00	29	1.17

Note: 28-35 (Highly Proficient); 21-27 (Proficient); 14-20 (Developing); 0-13 (Beginning)

Significant Difference in the Students' Sentence Construction Skills Before and After the Implementation of the Sentence Scramble Strategy

Table 3 presents the significant difference in students' sentence-construction skills before and after the implementation of the sentence-scramble strategy. The results show a very highly significant difference in students' performance, as indicated by the computed t-value and p-value ($t = 25.3$, $p < 0.001$). This led to the rejection of the null hypothesis (H_{01}). The mean score of the students increased from before implementation ($M = 19.4$, $SD = 3.32$) to after implementation ($M = 30.5$, $SD = 2.55$), indicating a substantial performance improvement.

The significant improvement suggests that the Sentence Scramble Strategy was highly effective at enhancing students' sentence-construction skills. The marked increase in posttest scores indicates not only immediate learning gains but also improved retention of grammatical structures and sentence-formation skills. By rearranging words into correct sentence structures, students were able to process language more deeply, thereby strengthening long-term memory retention.

Sentence-combining instruction supports the function of structured manipulation tasks in grammar development by greatly increasing students' sentence-writing accuracy and structural awareness (Goodrich et al., 2020). Through active language processing and repeated repetition, sentence-generation interventions greatly improve pupils' writing quality and syntactic growth (Arfé et al., 2020). Through involvement and organized learning support, interactive and scaffolded writing techniques greatly enhance students' syntactic complexity and writing performance (Jaya et al., 2025). The significance of guided learning processes is reinforced by notable increases in grammatical precision and sentence construction resulting from consistent feedback and iterative writing practice (Fan, 2023).

The significant improvement in students' performance demonstrates that the Sentence Scramble Strategy is an effective instructional approach for enhancing sentence construction skills. The findings imply that teachers may integrate interactive, cognitive-based, and student-centered strategies to promote deeper learning and long-term retention. Instructional practices that encourage active engagement, repeated practice, and meaningful language use are essential for sustaining students' language development and improving overall English proficiency.

Table 3

Significant Difference in the Students' Sentence Construction Skills Before and After the Implementation of the Sentence Scramble Strategy

Performance	M	SD	T-value	P-value	Decision
Before the Implementation of the Sentence Scramble Strategy	19.4	3.32	25.3***	0.001	Reject
After the Implementation of the Sentence Scramble Strategy	30.5	2.55			H ₀₁

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

H₀₁: There is no significant difference in the students' sentence construction skills before and after the implementation of the Sentence Scramble Strategy.

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This action research study aims to enhance Grade 8 students' sentence-construction skills in English by implementing the Sentence Scramble Strategy, which systematically integrates the rearrangement of jumbled words and sentences into meaningful structures to improve grammatical accuracy, syntactic awareness, and writing fluency. The study was conducted during School Year 2025–2026 at a selected public secondary school in the District of Ozamiz City, Philippines, in a Grade 8 English classroom setting comprising adolescent EFL learners with varying levels of proficiency.

In terms of its specific objectives, the study first determined the students' level of sentence-construction skills before the implementation of the strategy, and second, assessed their performance after the implementation of the Sentence Scramble Strategy, which served as the basis for evaluating learning gains. The findings from these objectives were then used to determine whether a significant difference existed between the pretest and posttest results, ultimately establishing the effectiveness of the intervention in improving students' ability to construct grammatically correct, coherent, and meaningful sentences.

Findings

This study yielded the following findings:

This study yielded the following findings:

1. The Grade 8 students' sentence construction skills before the implementation of the Sentence Scramble Strategy were at the Developing level, indicating difficulties in grammatical accuracy, sentence structure, and coherence.

2. After the implementation of the Sentence Scramble Strategy, the students' sentence construction skills improved to the Highly Proficient level, demonstrating better performance in organizing words into meaningful and grammatically correct sentences.

3. There was a very highly significant difference between the pretest and posttest scores of the students, leading to the rejection of the null hypothesis. This implies that the Sentence Scramble Strategy was effective in improving students' sentence-construction skills.

4. The use of the Sentence Scramble Strategy enhanced the students' grammatical accuracy, syntactic awareness, sentence coherence, and writing fluency through interactive and collaborative learning activities.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. The level of Grade 8 students' sentence construction skills before the implementation of the Sentence Scramble Strategy is at the developing stage, indicating that students have limited mastery of grammar, sentence structure, and syntactic awareness.

2. The level of Grade 8 students' sentence construction skills after the implementation of the Sentence Scramble Strategy reaches a highly proficient level, showing that students demonstrate improved ability to construct grammatically correct, coherent, and meaningful sentences.

3. There is a significant difference in the students' sentence construction skills before and after implementing the Sentence Scramble Strategy, indicating that the strategy effectively enhances students' grammar, syntactic awareness, and overall writing performance.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. English teachers may integrate the Sentence Scramble Strategy into their daily classroom instruction to improve students' sentence construction and writing skills.

2. School administrators may encourage the use of interactive and learner-centered strategies, such as sentence scramble activities, through seminars, workshops, and instructional support programs.

3. Students may actively participate in sentence construction activities to further develop their grammar, sentence organization, and writing fluency.

4. Future researchers may conduct similar studies using larger groups of respondents, different grade levels, or other language skills to further validate the effectiveness of the Sentence Scramble Strategy.

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Appendix A

Researcher-Designed Sentence Construction Test

Name: _____ Grade & Section: _____

PRE-TEST**Test I. Multiple Choice.** Read each item carefully and encircle the correct answer.

1. A. She go to school every day
B. She goes to school every day
C. She going to school every day
D. She gone to school every day
2. A. He don't like reading
B. He doesn't likes reading
C. He doesn't like reading
D. He not like reading
3. A. They is playing outside
B. They are playing outside
C. They playing outside
D. They plays outside
4. A. I did not went to class
B. I did not go to class
C. I not went to class
D. I did not goes to class
5. A. The students is studying
B. The students are studying
C. The students studying
D. The students studies
6. A. Always she is late
B. She always is late
C. She is always late
D. Always late she is
7. A. Quickly ran the boy
B. The boy ran quickly
C. Ran quickly the boy
D. The boy quickly ran

8.
 - A. I to the market yesterday went
 - B. I went to the market yesterday
 - C. Went I to the market yesterday
 - D. I yesterday to the market went
9.
 - A. Beautiful is the place very
 - B. The place is very beautiful
 - C. Very beautiful the place is
 - D. The place very is beautiful
10.
 - A. She her homework finished already
 - B. She finished already her homework
 - C. She has already finished her homework
 - D. Already she finished her homework
11. Which is an interrogative sentence?
 - A. She is happy
 - B. Are you happy?
 - C. Be happy
 - D. What a happy day
12. Which is an imperative sentence?
 - A. Close the door
 - B. The door is closed
 - C. Is the door closed?
 - D. What a closed door
13. Which is an exclamatory sentence?
 - A. She is very kind
 - B. Is she kind?
 - C. What a kind person she is!
 - D. Be kind
14. Which is a declarative sentence?
 - A. Sit down
 - B. Are you ready?
 - C. I am ready
 - D. How ready you are!
15. Which sentence expresses a command?
 - A. Please help me
 - B. Help me now
 - C. Can you help me?
 - D. How helpful you are

16. She studied hard, _____ she passed the exam.
A. but
B. therefore
C. although
D. and
17. I was tired, _____ I continued working.
A. but
B. because
C. therefore
D. so
18. _____ it was raining, we went outside.
A. Because
B. Although
C. Therefore
D. And
19. He was late _____ he missed the bus.
A. because
B. but
C. although
D. so
20. She is kind _____ helpful.
A. but
B. and
C. although
D. because

Directions: Write your sentences clearly.

21. Write one declarative sentence.
22. Write one interrogative sentence.
23. Write one polite request using “could”.
24. Write one sentence using “because”.
25. Write one compound or complex sentence.

Name: _____ Grade & Section: _____

POST TEST

Test I. Multiple Choice. Read each item carefully and encircle the correct answer.

1. A. He go to school
B. He goes to school
C. He going to school
D. He gone to school
2. A. She don't like apples
B. She doesn't likes apples
C. She doesn't like apples
D. She not like apples
3. A. We is studying
B. We are studying
C. We studying
D. We studies
4. A. I did not saw him
B. I did not see him
C. I not saw him
D. I did not sees him
5. A. The teacher explain the lesson
B. The teacher explains the lesson
C. The teacher explaining the lesson
D. The teacher explaineds the lesson
6. A. Always they are happy
B. They always are happy
C. They are always happy
D. Always happy they are
7. A. Slowly walked the girl
B. The girl walked slowly
C. Walked slowly the girl
D. The girl slowly walked
8. A. I yesterday finished my work
B. I finished my work yesterday
C. Finished I my work yesterday
D. I my work finished yesterday

9. A. Interesting is the book very
B. The book is very interesting
C. Very interesting the book is
D. The book very is interesting
10. A. She already eaten her lunch
B. She has already eaten her lunch
C. Already she eaten her lunch
D. She eaten already her lunch
11. A. Sit properly
B. Are you sitting properly?
C. You are sitting properly
D. What proper sitting
12. A. What a beautiful place!
B. Is it beautiful?
C. It is beautiful
D. Be beautiful
13. A. Open your book
B. Your book is open
C. Is your book open?
D. What an open book
14. A. I am excited
B. Am I excited?
C. Be excited
D. How excited I am!
15. A. Please listen carefully
B. Listen carefully
C. Are you listening?
D. How careful you are
16. He was tired, _____ he kept working.
A. but
B. because
C. therefore
D. so
17. _____ she studied, she passed.
A. Because
B. Although
C. But
D. And

18. I was sick, _____ I stayed home.

- A. but
- B. so
- C. although
- D. and

19. She is smart _____ hardworking.

- A. but
- B. and
- C. because
- D. although

20. _____ it was late, we continued.

- A. Although
- B. Because
- C. So
- D. And

Test II. Write your sentences clearly.

1. Write one declarative sentence.
2. Write one interrogative sentence.
3. Write one polite request using “would”.
4. Write one sentence using “although”.
5. Write one compound or complex sentence.

Scoring Rubric for Constructed Responses:

Criteria	3 – Proficient	2 – Developing	1 – Beginning
Grammar & Accuracy	No grammatical errors	Minor errors	Major errors
Sentence Structure	Correct and complete	Partially correct	Incorrect
Clarity of Meaning	Clear and understandable	Slightly unclear	Unclear

Appendix B

Week 1- English 8 – Types and Parts of Letters (Formal and Informal)

Strategy: Sentence Scramble

Approach: 4As

Time: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

- **Cognitive:** Identify the types of letters and their parts
- **Affective:** Show respect by choosing appropriate language in letter writing
- **Psychomotor:** Correctly arrange scrambled sentences to form a letter

II. SUBJECT MATTER

- **Topic:** Types and Parts of Letters (Formal and Informal)
- **Materials:** Manila paper, sentence strips, tape, markers
- **Strategy:** Sentence Scramble
- **Value:** Respect and proper communication

III. PROCEDURE

A. PREPARATION

1. Apperception

Teacher Activity (Questions & Prompts)

“Good morning, class! Before we start, who here has tried writing a letter before?”

“Who did you write to—your friend, parents, or teacher?”

“Was the language you used friendly or polite and formal?”

“So, do we use the same kind of letter for everyone?”

Student Activity (Expected Responses)

Students raise hands

“To my friend.” / “To my parents.”

“Friendly.” / “Polite.”

“No, teacher.”

2. Motivation

Teacher Activity

Writes two messages on the board:

A: “Hi! How are you? I miss you so much!”

B: “Good day. I am writing to respectfully request...”

Student Activity

Students read silently

Teacher Activity

“Which message sounds friendly?”

“Which message sounds polite and respectful?”

“Who do you think receives Message A?”

“Who receives Message B?”

“So, does the receiver affect how we write a letter?”

Student Activity

“Message A.”

“Message B.”

“A friend.” / “A family member.”

“A teacher.” / “The principal.”

“Yes, teacher.”

3. Statement of the Aim**Teacher Activity**

“Today, we will learn about the **types of letters—formal and informal—and their parts.**”

“We will also arrange scrambled sentences using a strategy called **Sentence Scramble.**”

Student Activity

Students listen

Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)**Teacher Activity (Clear Instructions)**

“I will divide you into four groups. Please count off from 1 to 4.”

“Groups 1 and 2 will work on an **informal letter.**”

“Groups 3 and 4 will work on a **formal letter.**”

“Inside the envelope are scrambled sentences.”

“Arrange the sentences to form a complete letter.”

“After arranging, identify the **parts of the letter.**”

“Paste your output on the manila paper.”

“You have 15 minutes. Start now.”

Student Activity (Actual Actions)

Students count and form groups

Students acknowledge

Students acknowledge

Students open envelopes

Students discuss and arrange

Students label heading, greeting, etc.

Students paste work

Students actively collaborate

C. ANALYSIS**Teacher Activity (Guided Questions)**

“Why did you choose this sentence as the first part?”

“What part of the letter is this?” (points to greeting)

“How do you know this letter is informal?”

“How is the formal letter different?”

Student Activity (Expected Answers)

“Because it shows the address and date.”

“Greeting, teacher.”

“It uses friendly words.”

“It uses polite and respectful language.”

Teacher Activity (Guided Questions)

“Who is the receiver of this letter?”

Student Activity (Expected Answers)

“A teacher / friend.”

D. ABSTRACTION**Teacher Activity (Concept Discussion)**

“Based on your activity, what are the two types of letters?”

“What is a formal letter?”

“What is an informal letter?”

“What are the parts of a letter?”

“Why is it important to know these?”

Student Activity (Responses)

“Formal and informal letters.”

“A letter written for teachers or offices.”

“A letter for friends or family.”

“Heading, greeting, body, closing, signature.”

“So we can write properly.”

Teacher summarizes:

“Letters differ in **purpose, language, and audience**, but they all follow the same basic parts.”

E. APPLICATION (Individual Sentence Scramble)**Teacher Activity**

“Now, this time, you will work **individually**.” Students listen

“Arrange the scrambled sentences.”

“Identify if the letter is formal or informal.”

“Label each part of the letter.”

“Submit your paper after 10 minutes.”

Student Activity

Students work quietly

Students write answers

Students label correctly

Students submit outputs

IV. EVALUATION**Teacher Activity**

“Identify the type of letter.” Students answer

“Label the parts of the letter.” Students label correctly

Student Activity**V. ASSIGNMENT****Teacher Activity**

“Write a short **formal or informal letter**.” Students take note

“Label the parts of the letter.”

Student Activity

Students comply

Week 2- English 8 – Transitional / Cohesive Devices

Strategy: Sentence Scramble

Approach: 4As (Activity, Analysis, Abstraction, Application)

Time Allotment: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

Domain	Objectives
---------------	-------------------

Cognitive	Identify transitional / cohesive devices and their functions
-----------	--

Affective	Appreciate the importance of clear and connected ideas in writing
-----------	---

Psychomotor	Arrange scrambled sentences into a coherent paragraph using transitions
-------------	---

II. SUBJECT MATTER

- **Topic:** Transitional / Cohesive Devices
- **Materials:** Sentence strips, manila paper, tape, markers, worksheets
- **Strategy:** Sentence Scramble
- **Value Focus:** Clarity and logical thinking

III. PROCEDURE

A. PREPARATION

1. Apperception

Teacher Activity (Detailed Questions & Prompts)	Student Activity (Expected Responses & Actions)
--	--

“Good morning, class! Before we begin, let me ask you: Have you ever read a paragraph that made you feel confused?”	
---	--

	“Yes, teacher.”
--	-----------------

“What made it confusing—was it the words, or how the ideas were arranged?”	
--	--

	“The ideas were not connected.”
--	---------------------------------

“Did you have to reread it many times?”	
---	--

	“Yes, teacher.”
--	-----------------

“So, can we say that good writing must have connected ideas?”	
---	--

	“Yes, teacher.”
--	-----------------

2. Motivation

Teacher Activity

Writes on the board:

Paragraph A: I woke up early. I prepared my bag. I went to school. I was late.

“Does this paragraph sound smooth?”

Writes:

Paragraph B: I woke up early. **However**, I was late **because** I prepared my bag slowly. **As a result**, I rushed to school.

“Which paragraph is easier to understand?”

“Why?”

“What words helped connect the ideas?”

Student Activity

Students read silently

“No, teacher.”

Students read

“Paragraph B.”

“Because the ideas are connected.”

“However, because, as a result.”

3. Statement of the Aim**Teacher Activity**

“Those words you mentioned are called **transitional or cohesive devices**.”

“Today, you will learn how to use transitional devices to connect ideas clearly.”

“We will practice this using a strategy called **Sentence Scramble**.”

Student Activity

Students listen

Students nod

Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)**Teacher Activity (Clear Instructions & Prompts)**

“Please count off from 1 to 4. Form your groups.”

“Each group will receive scrambled sentences of a paragraph.”

“Your task is to arrange the sentences into a logical order.”

“After arranging, choose the best **transitional device** to connect each idea.”

“Write your final paragraph on the manila paper.”

“You have 15 minutes. Begin now.”

Student Activity (Expected Actions & Responses)

Students form groups

Students receive envelopes

Students discuss

Students select transitions

Students write

Students collaborate actively

C. ANALYSIS

Teacher Activity (Guiding & Probing Questions)

“Group 1, why did you choose this sentence as the first one?”
“What transitional word did you use between the first and second sentences?”
“What idea does this transition show—addition, sequence, or contrast?”
“What happens if we remove this transition?”
“How do transitions help the reader?”

Student Activity (Expected Answers)

“Because it introduces the topic.”
“First / Then.”
“Sequence.”
“The paragraph becomes confusing.”
“They guide the reader.”

D. ABSTRACTION

Teacher Activity (Concept Formation)

“Based on your activity, what are transitional or cohesive devices?”
“Why are they important in writing?”
Writes definitions on the board
“What are examples of transitions for addition?”
“For sequence?”
“For cause and effect?”
“For contrast?”

Student Activity (Responses)

“Words that connect ideas.”
“They make writing clear.”
Students take notes
“And, also, moreover.”
“First, next, then, finally.”
“Because, therefore, as a result.”
“However, although.”

Teacher emphasizes:

“Transitions make your writing **smooth, logical, and organized.**”

E. APPLICATION (Individual Sentence Scramble)

Teacher Activity

“Now, you will work individually.”
“Arrange the scrambled sentences in the correct order.”
“Fill in the blanks with appropriate transitional devices.”
“Underline the transitions you used.”
“Submit your paper after 10 minutes.”

Student Activity

Students listen
Students arrange
Students write
Students underline
Students submit

IV. EVALUATION

Teacher Activity

“Choose the correct transitional device for each sentence.”

“Explain why you chose that transition.”

Student Activity

Students answer

Students explain briefly

V. ASSIGNMENT

Teacher Activity

“Write a 5–6 sentence paragraph about your daily routine.”

“Use at least five transitional devices and underline them.”

Student Activity

Students take note

Students comply

Week 3- English 8 – Modals Expressing Politeness

Strategy: Sentence Scramble

Approach: 4As (Activity, Analysis, Abstraction, Application)

Time Allotment: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

Domain

Objectives

Cognitive

Identify modal verbs that express politeness

Affective

Show respect by using polite expressions in communication

Psychomotor

Arrange scrambled sentences and use polite modals correctly

II. SUBJECT MATTER

- **Topic:** Modals Expressing Politeness
- **Focus Modals:** *can, could, may, might, would*
- **Materials:** Sentence strips, manila paper, markers, worksheets
- **Value Integration:** Respect, courtesy, and proper communication

III. PROCEDURE

A. PREPARATION

1. Apperception

Teacher Activity (Detailed Questions)	Student Activity (Expected Responses)
“Good morning, class! Let me ask you—how do you ask your friend to borrow a pen?”	“Can I borrow your pen?”
“How about if you ask your teacher the same question?”	“May I borrow your pen?”
“Do both sentences mean the same thing?”	“Yes, teacher.”
“Do they sound the same in terms of politeness?”	“No, teacher.”

2. Motivation

Teacher Activity	Student Activity
Writes on the board: A: Give me your notebook. B: Could you please lend me your notebook?	Students read
“Which sentence sounds rude?”	“Sentence A.”
“Which sentence sounds polite?”	“Sentence B.”
“What word made the second sentence polite?”	“Could.” / “Please.”
“So, do words matter when we ask for something?”	“Yes, teacher.”

3. Statement of the Aim

Teacher Activity	Student Activity
“Today, we will learn about modals that express politeness. ”	Students listen
“We will practice using polite modals through a Sentence Scramble activity. ”	Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)

Teacher Activity (Clear Instructions)	Student Activity (Actions & Responses)
“Please count off from 1 to 4 and form groups.”	Students form groups
“Each group will receive scrambled polite requests.”	Students receive envelopes
“Arrange the sentences correctly.”	Students arrange
“Identify the modal verb used.”	Students identify
“Decide whether the sentence sounds polite or very polite.”	Students discuss
“Write your final answers on the manila paper.”	Students write
“You have 15 minutes. Start now.”	Students collaborate

C. ANALYSIS

Teacher Activity (Guiding Questions)	Student Activity (Expected Answers)
“Group 1, why did you place this word first?”	“Because polite requests start with the modal.”
“What modal verb did you use here?”	“Could.”
“Why did you choose <i>could</i> instead of <i>can</i> ?”	“It sounds more polite.”
“What happens if we remove the modal?”	“The sentence sounds rude.”
“When should we use polite modals?”	“When talking to elders or teachers.”

D. ABSTRACTION

Teacher Activity (Concept Development)	Student Activity (Responses)
“Based on your activity, what are modals?”	“Helping verbs.”
“What are modals expressing politeness?”	“Modals used to ask politely.”
Writes on the board: can, could, may, might, would	Students copy
“Which modal is more polite: <i>can</i> or <i>could</i> ?”	“Could.”
“Which is more formal: <i>may</i> or <i>can</i> ?”	“May.”
“When do we use <i>would</i> ?”	“For polite requests.”

Teacher Summary:

- **Can** – polite but informal
- **Could / Would** – more polite
- **May / Might** – formal and respectful

E. APPLICATION (Individual Sentence Scramble)

Teacher Activity	Student Activity
“Now, work individually.”	Students listen
“Arrange the scrambled words to form polite requests.”	Students arrange
“Underline the modal verb.”	Students underline
“Rewrite the sentence using a more polite modal.”	Students rewrite
“Submit your paper after 10 minutes.”	Students submit

IV. EVALUATION

Teacher Activity	Student Activity
“Choose the correct modal to complete the sentence.”	Students answer
“Explain why that modal is polite.”	Students explain

V. ASSIGNMENT

Teacher Activity

“Write five polite requests using different modals.”
 “Underline the modal verbs.”

Student Activity

Students take note
 Students comply

Week 4- English 8 – Interrogative Sentences

Strategy: Sentence Scramble

Approach: 4As (Activity, Analysis, Abstraction, Application)

Time Allotment: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

Domain**Objectives****Cognitive**

Identify interrogative sentences and their types

Affective

Show curiosity and respect by asking appropriate questions

Psychomotor

Form correct interrogative sentences from scrambled words

II. SUBJECT MATTER

- **Topic:** Interrogative Sentences
- **Subtopics:** Yes–No questions, WH-questions, Tag questions
- **Materials:** Sentence strips, manila paper, markers, worksheets
- **Value Integration:** Curiosity, respect, and clear communication

III. PROCEDURE**A. PREPARATION****1. Apperception****Teacher Activity (Detailed Questions)**

“Good morning, class! Let me ask you—when you want information, what do you usually do?”

Student Activity (Expected Responses)

“We ask questions.”

Teacher Activity (Detailed Questions)	Student Activity (Expected Responses)
“Can you ask me a question now?”	Students ask simple questions
“What punctuation mark do we use at the end of a question?”	“Question mark.”
“So, what kind of sentence asks a question?”	“Interrogative sentence.”

2. Motivation

Teacher Activity	Student Activity
Writes on the board: A: You are coming to school. B: Are you coming to school?	Students read
“Which sentence asks a question?”	“Sentence B.”
“What difference do you notice between the two sentences?”	“The verb comes first.”
“What punctuation mark is used?”	“Question mark.”
“Do we change the order of words when we ask questions?”	“Yes, teacher.”

3. Statement of the Aim

Teacher Activity	Student Activity
“Today, we will learn about interrogative sentences and their types.”	Students listen
“You will also practice forming questions using a Sentence Scramble activity .”	Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)

Teacher Activity (Clear Instructions)	Student Activity (Actions & Responses)
“Please count off from 1 to 4 and form groups.”	Students form groups
“Each group will receive scrambled words.”	Students receive envelopes
“Arrange the words to form correct interrogative sentences .”	Students arrange
“Make sure the sentence ends with a question mark.”	Students add punctuation
“Identify if the sentence is a Yes–No or WH-question .”	Students identify
“Write your final answers on the manila paper.”	Students write
“You have 15 minutes. Start now.”	Students collaborate

C. ANALYSIS

Teacher Activity (Guided Questions)	Student Activity (Expected Answers)
“Group 1, why did you place the auxiliary verb first?”	“Because questions start with helping verbs.”
“What word signals that this is a WH-question?”	“Who / What / Where / When / Why / How.”
“Can this question be answered by yes or no?”	“Yes / No.”
“What happens if we do not change the word order?”	“It becomes a statement.”
“Why is correct word order important?”	“To make the question clear.”

D. ABSTRACTION

Teacher Activity (Concept Development)	Student Activity (Responses)
“Based on your activity, what is an interrogative sentence?”	“A sentence that asks a question.”
Writes definition on the board	Students copy
“What punctuation mark does it use?”	“Question mark.”
“What are the two main types of interrogative sentences?”	“Yes–No questions and WH-questions.”
“Give an example of a Yes–No question.”	“Are you ready?”
“Give an example of a WH-question.”	“Where are you going?”
Introduces tag questions briefly	Students listen

Teacher Summary:

- Interrogative sentences ask questions
- They usually start with auxiliary verbs or WH-words
- They always end with a question mark

E. APPLICATION (Individual Sentence Scramble)

Teacher Activity	Student Activity
“Now, you will work individually.”	Students listen
“Arrange the scrambled words to form a question.”	Students arrange
“Identify the type of interrogative sentence.”	Students label
“Underline the question word or auxiliary verb.”	Students underline
“Submit your paper after 10 minutes.”	Students submit

IV. EVALUATION

Teacher Activity

“Change the following statements into interrogative sentences.”
“Add the correct punctuation.”

Student Activity

Students transform
Students answer

V. ASSIGNMENT**Teacher Activity**

“Write five interrogative sentences.”
“Use at least two WH-questions.”

Student Activity

Students take note
Students comply

Week 5 English 8 – Types of Sentences According to Purpose

Strategy: Sentence Scramble

Approach: 4As (Activity, Analysis, Abstraction, Application)

Time Allotment: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

Domain**Objectives****Cognitive**

Identify the four types of sentences according to purpose

Affective

Show awareness of using appropriate sentences in communication

Psychomotor

Construct and arrange sentences according to their purpose

II. SUBJECT MATTER

- **Topic:** Types of Sentences According to Purpose
- **Types:** Declarative, Interrogative, Imperative, Exclamatory
- **Materials:** Sentence strips, manila paper, markers, worksheets
- **Value Integration:** Clear and effective communication

III. PROCEDURE**A. PREPARATION****1. Apperception**

Teacher Activity (Detailed Questions)

“Good morning, class! Let me start by saying: *The room is hot*. What kind of message did I give?”

“If I say: *Is the room hot?* what am I doing?”

“If I say: *Open the window*. what am I doing?”

“If I say: *The room is very hot!* what do you feel?”

“So, can sentences have different purposes?”

**Student Activity
(Expected Responses)**

“A statement.”

“Asking a question.”

“Giving a command.”

“Strong feeling.”

“Yes, teacher.”

2. Motivation**Teacher Activity**

Writes on the board:

A: Please submit your project tomorrow.

B: Wow! You did a great job!

“What is the purpose of sentence A?”

“What is the purpose of sentence B?”

“Do they have the same purpose?”

“So, why is it important to know the purpose of a sentence?”

Student Activity

Students read

“To give instruction.”

“To express feelings.”

“No, teacher.”

“So we can use it correctly.”

3. Statement of the Aim**Teacher Activity**

“Today, we will learn the **types of sentences according to purpose.**”

“You will practice identifying and constructing them using a **Sentence Scramble activity.**”

Student Activity

Students listen

Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)**Teacher Activity (Clear Instructions)**

“Please count off from 1 to 4 and form groups.”

“Each group will receive scrambled sentences.”

“Arrange the words to form correct sentences.”

“After forming the sentence, identify its **type according to purpose.**”

“Write your final answers on the manila paper.”

“You have 15 minutes. Start now.”

Student Activity (Actions & Responses)

Students form groups

Students receive envelopes

Students arrange

Students identify

Students write

Students collaborate

C. ANALYSIS

Teacher Activity (Guided Questions)

“Group 1, what sentence did you form?”
“What is the purpose of that sentence?”
“Why is it declarative?”
“Group 2, what punctuation did you use?”
“What type of sentence uses a question mark?”
“How about commands—what sentence type is that?”
“What sentence shows strong emotion?”

Student Activity (Expected Answers)

Students read sentence
“To give information.”
“It states a fact.”
“Question mark.”
“Interrogative.”
“Imperative.”
“Exclamatory.”

D. ABSTRACTION

Teacher Activity (Concept Development)

“Based on your activity, what are the four types of sentences according to purpose?”
Writes definitions on the board
“What is a declarative sentence?”
“Interrogative?”
“Imperative?”
“Exclamatory?”
“What punctuation is commonly used for each?”

Student Activity (Responses)

“Declarative, interrogative, imperative, exclamatory.”
Students copy
“A sentence that gives information.”
“A sentence that asks a question.”
“A sentence that gives a command or request.”
“A sentence that shows strong feelings.”
“Period, question mark, period/exclamation mark, exclamation mark.”

Teacher Summary:

- Sentences are classified by their **purpose**
- Each type has a **specific function and punctuation**

E. APPLICATION (Individual Sentence Scramble)

Teacher Activity

“Now, work individually.”
“Arrange the scrambled words to form a sentence.”
“Identify its type according to purpose.”
“Change the sentence into another type.”

Student Activity

Students listen
Students arrange
Students label
Students transform

Teacher Activity

“Submit your paper after 10 minutes.”

Student Activity

Students submit

IV. EVALUATION**Teacher Activity**

“Identify the type of sentence.” Students answer

“Explain your answer.”

Student Activity

Students explain

V. ASSIGNMENT**Teacher Activity**

“Write one sentence for each type.” Students take note

“Underline the punctuation mark.” Students comply

Student Activity**Week 6- English 8 – Drafting a Formal Letter of Inquiry**

Strategy: Sentence Scramble

Approach: 4As (Activity, Analysis, Abstraction, Application)

Time Allotment: 1 Hour

I. OBJECTIVES

At the end of the lesson, the students should be able to:

Domain**Objectives****Cognitive**

Identify the purpose and parts of a formal letter of inquiry

Affective

Demonstrate politeness and respect in formal communication

Psychomotor

Arrange and draft a formal letter of inquiry using correct format and language

II. SUBJECT MATTER

- **Topic:** Draft of a Formal Letter of Inquiry
- **Focus:** Purpose, parts, and language of a formal inquiry letter
- **Materials:** Sentence strips, sample letters, manila paper, worksheets
- **Value Integration:** Courtesy, clarity, and professionalism

III. PROCEDURE**A. PREPARATION**

1. Apperception

Teacher Activity (Detailed Questions)

“Good morning, class! Have you ever asked a school office or company for information?”

“How did you ask—through chat, email, or letter?”

“Did you use polite and formal words?”

“Why do you think politeness is important when asking for information?”

Student Activity (Expected Responses)

“Yes, teacher.” / “No, teacher.”

“Through a letter.” / “Through email.”

“Yes, teacher.”

“To show respect.”

2. Motivation

Teacher Activity

Writes on the board:

A: Tell me the price of the uniform.

B: I am writing to inquire about the price of the school uniform.

“Which sentence sounds rude?”

“Which sentence sounds polite and formal?”

“Which one would you send to a school office or company?”

“Why?”

Student Activity

Students read

“Sentence A.”

“Sentence B.”

“Sentence B.”

“Because it is polite and formal.”

3. Statement of the Aim

Teacher Activity

“Today, we will learn how to **draft a formal letter of inquiry.**”

“You will also practice organizing it using a **Sentence Scramble strategy.**”

Student Activity

Students listen

Students show interest

B. ACTIVITY (Sentence Scramble – Group Work)

Teacher Activity (Clear Instructions & Prompts)	Student Activity (Actions & Responses)
“Please count off from 1 to 4 and form groups.”	Students form groups
“Each group will receive scrambled parts of a formal letter of inquiry.”	Students receive envelopes
“Arrange the sentences in the correct order.”	Students arrange
“Identify each part of the letter.”	Students label
“Check if the tone is polite and formal.”	Students discuss
“Write your final output on the manila paper.”	Students write
“You have 15 minutes. Start now.”	Students collaborate

C. ANALYSIS

Teacher Activity (Guiding Questions)	Student Activity (Expected Answers)
“Group 1, what sentence did you place first?”	“The heading.”
“Why should the heading come first?”	“It shows the address and date.”
“Which sentence shows the purpose of the letter?”	“The sentence that asks for information.”
“What words show politeness in your letter?”	“I would like to inquire...” / “May I ask...”
“Why is politeness important in a letter of inquiry?”	“So the reader will respond positively.”

D. ABSTRACTION

Teacher Activity (Concept Development)	Student Activity (Responses)
“Based on your activity, what is a letter of inquiry?”	“A letter that asks for information.”
Writes definition on the board	Students copy
“What are the parts of a formal letter of inquiry?”	“Heading, greeting, body, closing, signature.”
“What kind of language should we use?”	“Formal and polite language.”
Gives examples of polite expressions	Students repeat
“What should be included in the body?”	“The purpose and questions.”

Teacher Summary:

- A formal letter of inquiry is written to request information
- It follows a proper format
- Polite and respectful language is essential

E. APPLICATION (Individual Drafting Task)

Teacher Activity

“Now, you will work individually.”

“Arrange the scrambled sentences into a complete letter.”

“Rewrite the letter as a clean draft.”

“Underline the polite expressions used.”

“Submit your draft after 10 minutes.”

Student Activity

Students listen

Students arrange

Students write

Students underline

Students submit

IV. EVALUATION

Teacher Activity

“Identify the parts of the letter.”

“Explain why the letter is formal.”

Student Activity

Students label

Students explain

V. ASSIGNMENT

Teacher Activity

“Write a formal letter of inquiry asking about school activities, enrollment, or fees.”

“Follow the correct format and use polite language.”

Student Activity

Students take note

Students comply

Appendix E: ACTION RESEARCH WORK PLAN AND TIMELINE (Grade 8)

Week	Focus / Intervention	Procedure / Implementation
Week 1	Baseline Assessment and Introduction to Sentence Construction & Letter Writing	• Administer the pre-test on sentence construction using the Sppentence Scramble format. • Introduce sentence construction basics (word order, capitalization, punctuation). • Discuss the types and parts of letters (formal and informal). • Introduce transitional/cohesive devices and appropriate language register. • Conduct Sentence Scramble activities involving scrambled letter parts and simple cohesive devices to establish baseline performance.
Week 2	Sentence Scramble Strategy for Modals, Interrogative Sentences, and Afro-Asian Texts	• Teach modals expressing politeness and interrogative sentence forms. • Integrate Sentence Scramble tasks in forming polite requests and questions. • Introduce selected Afro-Asian literary texts focusing on cultural and historical context. • Facilitate scrambled dialogue reconstruction and sentence reordering activities based on the text.
Week 3	Sentence Types According to Purpose and Text-Based Analysis	• Continue guided reading and discussion of the Afro-Asian literary text. • Teach the four types of sentences according to purpose (declarative, interrogative, imperative, exclamatory). • Apply the Sentence Scramble Strategy to classify, arrange, and correct scrambled sentences based on purpose. • Conduct group tasks combining modals, interrogative forms, and sentence types for contextualized practice.
Week 4	Formal Letter of Inquiry and Sentence Coherence	• Conclude analysis of the Afro-Asian literary text. • Reinforce the use of modals expressing politeness, interrogative sentences, and sentence types through targeted sentence scramble drills. • Guide students in drafting a formal letter of inquiry using scrambled letter components (heading, greeting, body, closing). • Facilitate peer-checking activities focusing on sentence coherence, formality, and proper structure.
Week 5	Paragraph and Essay Writing through Sentence Scramble	• Teach essay parts, types of paragraphs, transitional devices, and third-person point of view. • Apply the Sentence Scramble Strategy to reconstruct coherent paragraphs and essay outlines. • Provide guided practice in organizing scrambled ideas into logical paragraph form. • Conduct a short writing task where students build an essay from scrambled segment prompts.

Week 6	Cause-and-Effect Essay Writing and Post-Assessment	• Teach Afro-Asian expository texts, focusing on cause-and-effect structure, thesis statements, and claims. • Conduct Sentence Scramble activities involving cause-and-effect sentences, thesis statements, and supporting claims. • Facilitate the writing of a cause-and-effect paragraph using guided scaffolding. • Administer the post-test, student perception survey, and collect student outputs for analysis.
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PARENTAL CONSENT

Greetings!

I, a student researcher of _____ under the program of _____, respectfully request your permission for your child/children, who are under 18 years of age, to participate in our study.

This study aims to determine how the implementation of Weekly Word Reading Drills can enhance Grade 8 students' sight-word recognition, reading fluency, and overall reading confidence. As part of this research, the participants will engage in weekly word reading activities, including timed drills, reading passages, and contextual exercises, to practice and reinforce high-frequency words. These activities are designed to help students automatically recognize words, improve their reading speed and accuracy, and strengthen comprehension, thereby supporting more effective and confident reading in English.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: _____

Date: _____

Contact no.: _____

Signature: _____

Approved:

Name: _____

Ethics Review Board Chair

Contact no.: _____

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa _____ ubos sa programa sa _____, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon niini nagtinguha sa pag-ila kung giunsa sa paggamit sa Weekly Word Reading Drills ang pagpalig-on sa sight-word recognition, kahusayan sa pagbasa, ug kumpiyansa sa pagbasa sa mga estudyante sa Grade 8. Isip kabahin sa panukiduki, ang mga partisipante moapil sa matag semana nga mga aktibidad sa pagbasa sa mga pulong, lakip ang timed drills, pagbasa sa mga teksto, ug paggamit sa mga pulong sa konteksto, aron mapalig-on ug mapadayon ang pagkat-on sa mga high-frequency words. Ang mga aktibidad nagtinguha sa pagtabang sa mga estudyante nga dali mahibal-an ang mga pulong, mapaayo ang speed ug accuracy sa pagbasa, ug mapalambo ang pagsabot sa teksto, nga mosuporta sa mas epektibo ug kumpiyansang pagbasa sa Ingles.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: _____

Contact no.: _____

Petsa: _____

Pirma: _____

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

Appendix G

KASABUTAN SA PAGTUGOT SA BATA

Ako, si _____, tibuok kasingkasing nga mosugot nga mahimong bahin sa pagtuon nga gitawag nga “Enhancing Grade 8 Students’ Sight Word Recognition Using Weekly Word Reading Drills.” Apil sa pamaagi ang pag-apil sa Weekly Word Reading Drills ug ang paggamit sa exit pass aron masuta ang akong pokus, pagka hinumduman sa leksyon, ug kahusayan sa pagbasa. Gisiguro nga kini dili makadaot ug walay peligro sa akong lawas o emosyon. Ang tibuok pamaagi buhaton sulod sa regular nga oras sa klase ug dili molapas sa kasagaran nga kalihokan sa eskwelahan.

Wala ko gipugos, gikulbaan, o giingnan sa bisan unsang paagi aron moapil niini nga pagtuon.

Pirma sa Estudyante

Petsa

Saksi:

Ngalan ug Pirma sa Ginikanan

Petsa

ASSENT FORM

I, _____, willingly agree to take part in the study titled “Enhancing Grade 8 Students’ Sentence Construction Skill in English Through Sentence Scramble Strategy ” Part of the procedure includes participating in weekly word reading activities, drills, and exit pass exercises to check my focus, word recognition, reading fluency, and comprehension. I understand that this activity is safe and will not cause any harm or discomfort. All procedures will be conducted only during regular class hours and will not interfere with our usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

Date

Witness:

Name and Signature of Parent/Guardian

Date

Appendix H



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUOCA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: _____
College/Department: _____
Research Title: _____

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☐ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	------------------------------------	--	---

d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	---	---------------------------------	--

e. Date/s of Implementation/Sampling: _____

Attachments:

☐	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☐	Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

_____ Thesis/Research Adviser	_____ Thesis/Research Instructor
----------------------------------	-------------------------------------

Approved by: _____
College Dean

CONTROLLED DOCUMENT

1. I volunteer to participate in the research undertaken by Kim D. Bonifacio from the College of Education, Misamis University. I understand that the research is designed to gather information about enhancing Grade 8 students' sentence construction skills through sentence scramble strategy. I will be one of the participants who will be surveyed for this research.

2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.

3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.

4. The survey will last approximately 3-5 minutes.

5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.

6. I understand that this research has been reviewed and approved by the DSAS Head of Misamis University.

7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

Participant's Signature

Date

For further information, please contact:

Kim D. Bonifacio (09124009738/kimbonifacio419@gmail.com)

CURRICULUM VITAE

PERSONAL DATA

Name : Kim D. Bonifacio

Address : P-9, Carmen Annez, Ozamiz City,
Misamis Occidental

Date of Birth : January 2, 2003

Place of Birth : Cebu City, Cebu

Sex : Male

Civil Status : Single

Parents : Mr. & Mrs. Teodoro F. Bonifacio



EDUCATION

College : Bachelor of Secondary Education Major in English
Misamis University
Ozamiz City, Misamis Occidental
June 2026

Secondary : Senior High School
Sinonoc National High School
Sinonoc, Sinacaban, Misamis Occidental
2019-2022

Junior High School
Sinonoc National High School
Sinonoc, Sinacaban, Misamis Occidental
March 2014-2019

Elementary : Fulgencio Baloria-Sinonoc Elementary School
Sinonoc, Sinacaban, Tudela, Misamis Occidental
2009-2015

BONIFACIO-CBAR

by cheri

General metrics

56,478	7,630	560	30 min 31 sec	58 min 41 sec
characters	words	sentences	reading time	speaking time

Score



This text scores better than 99% of all texts checked by Grammarly

Writing Issues

2		2
Issues left	Critical	Advanced

Plagiarism



139 sources

7% of your text matches 139 sources on the web or in archives of academic publications

Writing Issues

2

Clarity

2

Paragraph can be improved



Unique Words

20%

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

Rare Words

40%

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

Word Length

5.7

Measures average word length

characters per word

Sentence Length

13.6

Measures average sentence length

words per sentence



MISAMIS UNIVERSITY

Ozamiz City
College of Education



RESEARCH ROUTING FORM

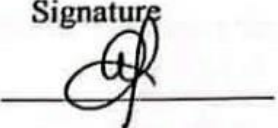
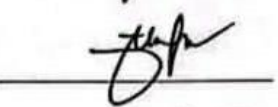
Date: August 4, 2026

Name of Candidate: KIM D. BONIFACIO

Sem./SY: 2nd Semester 2025-2026

Program: Bachelor of Secondary Education Major: English

Title of Research: Enhancing Grade 8 Students' Sentence Construction Skills in English through Sentence Scramble Strategy

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Grammarly Result: 99/100

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